DOCUMENT RESUME

ED 364 790 CG 025 109

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TITLE Improved School Attitude in Elementary School through Child Centered Hands-On Activities by Building Confidence & Self-Esteem.
PUB DATE 93
NOTE 51p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Attendance; *Attitude Change; Change Strategies; *Elementary School Students; *Grade 5; Intermediate Grades; Intervention; Parent Student Relationship; *Self Esteem; *Student Attitudes
IDENTIFIERS *Hands On Experience

ABSTRACT

This practicum was designed to assist the 25 students in one fifth-grade classroom where students projected a predominant feeling of not wanting to attend school and where many students, although all average to above average in intelligence, were not attaining consistent scores for achievement in relation to their potential. A 12-week program was developed and implemented for the classroom, consisting of 30-minute sessions. Hands-on activities were used to develop the students' knowledge, understanding and enhancement of their understanding of self and others, recognizing strengths and weaknesses, recognizing improving interests and abilities, communicating more effectively, learning the value of teamwork, and learning how to problem solve. Parents of the students were an integral part of the program, attending two evening sessions with their children. Each parent-child agenda lasted 2 hours and included parenting strategies in communication skills and discipline, plus tips on how to help their child succeed in school. Analysis of the charts and surveys completed showed that not one student's mathematics or reading final scores decreased and nearly one-half of the students increased their academic final scores. On the attendance chart, student attendance improved with only a few exceptions. Students changed their attitudes about school, exhibited a better rapport with peers, and the teachers responded favorably to the program. (Author/NB)

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ED 364 790

Improving School Attitude in Elementary School Through Child Centered Hands-On Activities by Building Confidence & Self-Esteem

by

Bonnie L. Gilbertson

Cluster 51

A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1993

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This practicum report was submitted by Bonnie L. Gilbertson under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirement for the degree of Doctor of Education at Nova University.

Approved:

October 19 1993
Date of Final Approval of Report

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ABSTRACT

Designing and implementing a classroom guidance program facilitated by the Guidance Counselor for the purposes of enhancing self-esteem, improving achievement in reading and mathematics, and increasing communication and support between parent and child.

This practicum was designed to assist students in one fifth grade classroom where there was a predominant feeling of not wanting to attend school. Plus, even though all the students were average to above average in intelligence, many were not attaining consistent scores for achievement in relation to their potential.

The author developed and implemented a twelve week program to be used in a fifth grade target classroom. The sessions were approximately thirty minutes in duration and hands-on activities were used to develop the students knowledge, understanding and enhancement of their personal self-concept, understanding of self and others, recognizing strengths and weaknesses, recognizing and improving interests and abilities, communicating more effectively, learning the value of teamwork, and learning how to problem solve.

Parents of the students were also an integral part of the program, attending two evening sessions with their children. The agenda lasted approximately two hours and included parenting strategies in communication skills and discipline, plus tips on how to help their child succeed in school.

Analysis of the charts and surveys completed showed that not one student decreased in mathematics nor reading final scores and nearly one half increased their academic final score. On the attendance chart, with all twenty-five students, the attendance improved with only a few exceptions. Students changed their attitudes about school, exhibited a better rapport with peers, and the teachers responded favorably to the program.

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CHAPTER I

INTRODUCTION

Description of Community

To understand fully the problem faced in the elementary school serving the selected setting, one must become familiar with the character of the surrounding town and its people.

With a population of approximately 8,300, this rural town, founded in 1722, sits between two large bodies of water. Most of the original families were either tobacco farmers or watermen who taught their children the same functional skills they had learned.

There has been a recent influx of population to the area in the last decade which diminished tobacco production and increased farm taxes, resulting in the profitable sale of much farm land for the development of new subdivisions. Numbers of families commute daily to two metropolitan cities, increasing the numbers of "latch-key" children attending the area schools. The community has recently been nicknamed a "bedroom community," due to the many parents who commute.

There are a few watermen left, but even this life

has changed due to recent environmental problems in the bay.

The socio-economic status of this rural school district covers a broad span. The original county families who once had land and wealth, and who still find educating their children and grandchildren a high priority, are fewer in number. The younger families with financial burdens, joblessness, and the increasing drug infiltration into the county, has caused family breakdown, dysfunctional living arrangements where there are some homes with two families residing. Many people have a new set of priorities out of necessity. The families who have moved into the area in recent years that leave for work before the sun rises, and return home after the sun sets, have little time for family, recreation, nor their childrens' educational needs.

Imposing problems dealing with the number of children from these dysfunctional families in the area is on the rise. Many parents seem to have a sense of impotence because of a perceived lack of control over many aspects of their life, and most don't know what to do about it. Thus, much is left up to the area school in terms of helping families solve their problems.

Before and after school day-care is an inexpensive addition to this school, and it provides breakfast (14% of students receive free or reduced breakfast and

lunch), and a nurturing environment for children prior to and after their school day. Some of the children arrive as early as 6:30 A.M., and do not leave until 6:30 P.M.

Writer's Work Setting and Role

The small elementary school where this writer works as a Guidance Counselor, is a newly opened public school as of September 1991 and educates public kindergarten through fifth grade. It has approximately 600 students, two administrators, one half-time licensed practical nurse, five special education and resource staff, and twenty six regular professional teaching staff. There is a counselor in every elementary school in the county directed toward assisting students in a child advocacy role, but with multifarous duties. The counselor is very necessary to the school and community.

The author is a proactive counselor in developmental classroom guidance programs in the following areas: self-esteem, decision making, personal body safety, interpersonal relations, and drug and alcohol prevention. Individual counseling ranging from the simple conversation to the prolonged series of scheduled interviews is also offered. These sessions are scheduled for the purpose of discussing such topics as achievement, self discipline, social adjustment,

child abuse, grief issues which include divorce and family separation issues, and any other perceived area of importance initiated by a student, teacher, parent, outside agency, or administrator.

Small group counseling is also conducted involving a small number of students with common issues or concerns. They are primarily centered around group discussion that involved problem solving, clarifying issues, learning self-management, understanding social interaction, and coping with others.

Consulting services is a large part of the author's role. One type type of service is initiating contact with parents, teachers, administrators, and professional colleagues, to share pertinent information or insights about a particular student. The other is responding to inquiries or requests from parents and staff who have specific concerns about students.

The author is an integral member of the school special education team, and therefore, is a part of the weekly ARD (Admission, Review, and Dismissal) process, working with the school psychologist and learning resource teachers, assessing and evaluating children with learning disabilities. By coordinating and facilitating mini workshops as well as weekly workshops, and leactures, this author is meeting many community needs in the area of effective parenting.

The change in students' school attitudes has

recently become a primary target in the author's consultation services with parents as their concerns mount. Personal interviews with teachers and students have also clarified the importance of intervention from Guidance. 5

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

During the past school year, parents and teachers have expressed concern and requested assistance with students who have exhibited an increasingly negative attitude toward school. The students have average to above-average scores on recent standardized tests, but presently have a decline in classroom academic scores, motivation, school enthusiasm, and general dissatisfaction with school.

Problem Documentation

The author interviewed twenty-five fifth grade students who indicated their desire to stay at home instead of attending school. They also expressed a lack of self confidence in subject matter, especially when being called upon in class to answer a question. Their low feelings of self-worth were apparent through observation and interview. Their concerns reflected that they also received little help at home in terms of academic tutoring and support.

Requests for consultation from parents and teachers over their concerns in the same problem area were increasing and the concerns were discussed with

five parents and two of the four fifth grade teachers. 7

Development and implementation of an attitude survey was completed by this writer, and the survey was instituted in one fifth grade classroom with twenty-five students. The results revealed that eight out of twenty-five students never wanted to come to school, thirteen out of the twenty-five sometimes never wanted to come to school, and four wanted to always come to school.

Causative Analysis

During student interviews, the students had a concern with their lack of organizational and study skills. They also complained of a need for additional subject help inside the classroom and/or reinforcement. They did not feel that teachers or parents really cared about them and how they did in school.

Most of the students have parents who both work outside the home. This caused those students to have more home responsibility in terms of household chores, which resulted in less time spent on school projects and homework. Also, by the time parents arrive home from work, parents were often much too tired to sit down with their child or children to help them with homework. Often frustrations mount in both parents and children due to lack of proper rest and employment dissatisfactioin by many parents, and a feeling of lack

of school success by the children. When these feelings carried into the classroom by the children, feelings of low self-confidence and esteem caused many to personally and academically suffer. 8

The present rate of joblessness and homelessness has also impacted the area causing more children to experience physical neglect. This community problem has also contributed to the increase in alcohol and other drug use and abuse. In this area more than 1300 children are living in the home of grandparents who have permanent or partial custody. This impact has caused additional problems of concern in the courts, schools, and the Department of Social/Welfare Services.

Relationship of the Problem to the Literature

Historically, counselors have been involved in helping children adjust and become involved in school environments, and the academic success has been generally attributed to the teachers' efforts in the classroom. But today, with lifes many complexities, the counselors role has had to change to meet more of the emotional needs of the students.

Peelings of lack of motivation and low self-esteem are not uncommon among many elementary students in the investigations done by this writer. Moreover, from the investigations, it was apparent that classroom guidance has always had great positive effects on students,

especially in attitude and school achievement.

Gerler and Anderson (1986) conducted a research project using 896 students (grades four and six), because of reported student inappropriate classroom behavior, negative attitude toward school, and low achievement in language arts and mathematics. The researchers hoped to develop ways to help the students succeed academically and behaviorally by changing their attitude and enhancing self esteem.

Thompson III (1987) wanted to develop students' negative attitude toward school to a positive one, develop students' self concept to a positive one, and improve their academic abilities at the same time, through group experience. His research was implemented to prove whether or not previous attitudes based on experience has much to do with a persons attitude later on. Thompsons findings were very positive, and they concluded also that personality factors could influence aptitude and achievement.

Redirecting student motivation for school achievement, was a research project conducted by Boutwell and Myrick (1992). They worked with academically failing elementary school students, designing a program to help these students improve their grade-point average, understand and obey school rules, pay attention in class, get along better with peers and teachers, and complete school assignments in

a timely manner. By using a group experience, similar to Thompson III, this project resulted in a positive experience.

Most authors feel a critical need for parental involvement in a students' academic life for academic success. Navin and Bates (1987) were two of them. They found that the parental role in the childs education to be extremely important. Role modeling, encouragement, spending time helping with studies, along with explaining things, listening to them, are all important roles. They also stated "The absence of this informal parent-child activity jeopardizes the development of language skills and positive attitudes necessary to the development of good reading ability". (Navin & Bates, p. 203).

Evertson (1989) targeted twenty-nine classrooms in an experiment to see if special teacher training prior to the opening day of school would benefit student behavior, attitude, and time-on-task. The experiment was initially designed to evaluate the effectiveness of a research based classroom management program because of the classroom management problem that teacher's had during the opening week of school. The Treatment Group students exceeded the Control Group students in student task engagement, and had less inappropriate behavior. There was also a more possitive attitude change toward academics.

Lee (1993) studied 236, fourth grade, fifth grade, and sixth grade students, from six different schools, to replicate a study done by Gerler and Anderson (1986). She was seeking a positive link between a students' academic achievement and group guidance. She chose students that had a wide variety of economic, social, and cultural environments. She chose counselors from five elementary schools and one middle school. She researched the need to improve student responsibility, listening skills, cooperation among peers and teachers, and general feelings about school. Her findings were important since they also found that classroom guidance led by the Guidance Counselor positively influences a students' academic success. 11

Winkler (1991) completed a practicum paper addressing the implementation of a peer facilitator program with a selected group in kindergarten, grades three and five, to raise self-esteem. She addressed whether or not peer mediation would benefit the particular population of students. So, by training fifth graders to be the peer facilitators to the selected students, interesting results followed in her twelve week program practicum. The results clearly showed that peer facilitation causes a significant positive enrichment for student self esteem.

CHAPTER III

ANTICIPATED OUTCOMES & EVALUATION INSTRUMENTS

Goals and Expectations

The following goals were projected for this practicum:

1. The students will develop a higher self confidence when meeting challenges in curriculum and in decision making.
2. The students will develop more self discipline and take more responsibile action in their lives.
3. The students will develop a higher self-esteem.
4. The parents of the students will gain in knowledge of child development, gain more understanding of their child's needs, and develop a better attitude about how to help their child succeed in school.

Expected Outcomes

The following outcomes were projected for this practicum:

1. Twenty out of twenty-five students will have a 90% standard of achievement in attendance.
2. Twenty out of twenty-five students will feel

more positive about school as shown on a survey measuring an improved level of attitude toward school.

3. Twenty out of twenty-five students will have achieved a higher grade in mathematics and reading as shown on their final report card.
4. Twenty out of twenty-five of the students will have benefited from tutorial help as shown on surveys and personal interviews.
5. Fifteen out of twenty-five parents will have positive feelings about their child and the school as revealed on a post-workshop survey.

Measurement of outcomes

The main instrument used by this writer was a self invented survey of ten statements (see Appendix A). It is an Attitude Survey using only three possible answers, always, sometimes or never. The statements are written simply and the only word that needed explanation was the word "encourages". This was chosen because of its simplicity and because it only takes 5-10 minutes to initiate. It is also to be done as a post-survey after completion of the program. The Tutorial Survey was done in the same manner (see Appendix B). The author developed this simple survey which the students took at the completion of the program to determine whether or not peer help was

advantageous to the students.

The Parent Survey was developed by this writer as a simplistic measure of basic attitude. It has only five simple statements to be answered yes, no or sometimes, which would help this writer to understand whether or not the program was significant to the parents (see Appendix C).

The most accurate way to measure attendance and academic grades in reading and mathematics was by the teachers grade books and the final report cards. This was completed the fourth quarter of school and this writer evaluated attendance and grades at that time.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

There has been an increasing number of negative attitudes about school among students in this writer's elementary school. According to the literature many researchers found classroom guidance very successful with elementary students, who for one reason or another had negative attitudes toward school.

Gerler and Anderson (1986) effectively used classroom guidance in eighteen different schools for the purposes of improving achievement and changing negative attitudes. It was a very successful study concluding that group guidance positively influenced children's classroom behavior, attitude toward school, and ultimately their academic success.

Thompson III (1987) improved students self perceptions through the development and implementation of a classroom group, called "Yagottawanna". The goal was to increase the students' desire to learn, to increase their motivation, and to improve academic achievement. It proved to be very successful after only ten sessions.

Thompson structured the group with activities that followed a weekly program. Three of the weekly program topics were: 16

1. Yagottawanna realize your potential.
2. Yagottawanna start from where you are.
3. Yagottawanna set goals.

Another group idea was introduced by Boutwell and Myrick (1992), called the "Go For It Club". It was different than the Yagattawanna Group in that where the Yagattawanna Group was implemented in the classroom, the Go For It Club was held in the Counselors office. Twelve group sessions were implemented including lessons in school rules, how to pay attention in class, a way to get along with peers, and completing school assignments. Designed for failing students, Boutwell and Myrick found that this club even encouraged and improved average achieving students in both grades and behavior.

The grade level club meetings were composed of six to ten students who would meet for 30-40 minutes, twice a week. Each student had a "Go For It" pin. They had a chance to earn prizes through an established point system. The counselor had boxes that read "C", "B", and "A". If a student received a class grade of C from the classroom teacher, he/she opened the box labeled "C", and chose a prize. If he/she received a B, the

opportunity for a better prize was in box "B", and likewise with "A". The graduation party at the final session was for all students who received a passing grade on their report card. Those students received a certificate. The students who continue to fail remain in the club to receive help, and the guidance counselor consults with parents and teachers.

The Go For It Club had many favorable results. Positive self esteem followed when school achievement rose.

Rita Lee (1993) felt a need for change in the counselor's role. She developed a plan where five elementary school counselors and one middle-school counselor conducted guidance lessons in the classroom for a period of ten weeks. The objective was to see if the students would improve in academic achievement. The lessons included topics in success, responsibility, listening, asking for help, cooperation, and looking at the bright side of school.

Five measures were used in the evaluation of this program design. They included achievement in language arts, mathematics, student grades, student behaviors, and student attitude toward school. The results of the study revealed that classroom guidance led by the school coundelor positively influenced student academic success and there was definite academic achievement in mathematics.

Navin and Bates (1987) discovered a critical need for parenting involvement in the process of a child's academic achievement in reading. The study was done by using seven mothers and two fathers as an experimental group in a series of workshops. These workshops covered a five week period, and included the following topics:

1. Parents' personal feelings about their children's reading difficulty.

2. Importance of the child's self-concept in learning.

3. Assisting the child with reading.

4. Dealing with homework assignments.

5. Dealing with school and teachers.

The children of the parents in the study were tested for reading attitude and comprehension, prior to the parent workshops, and after the workshops were completed. The result was an increased quality of interaction and amount of parent-child interaction regarding reading and school work. There was also an increased understanding of their child's reading difficulty. The parents assisted their children with new techniques which released tension between them, and allowed students to take more risks. The students also responded favorably to the tutoring received by their parents.

Winkler (1991) completed a practicum experience

involving self-esteem levels in students grade kindergarten through grade three. She implemented peer facilitator programs using fifth grade students as the peer tutors. The students who were targeted for the study participated in a twelve week esteem enhancement program. The eight 20-minute lessons were taught by the fifth grade tutors after the fifth graders were trained by Winkler. The successful program indicated that with peer facilitators a student develops a higher self concept both by tutoring and receiving the tutoring.

A school-based training program using elementary students was developed by Evertson (1989). Twenty nine elementary school teachers, fourteen in the Treatment Group and fifteen in the Control Group, were selected for the program study. A teacher training workshop for the Treatment Group was conducted prior to the opening day of school. They were trained in classroom management techniques to implement in the classroom the first week of school. Their training included:

1. Planning (before school starts).
   Use of space, rules, procedures, consequences and incentives for inappropriate behavior.
2. First day activities.
3. Implementing the rules, procedures, and expectations.
4. Teaching academic content.

5. Communicating concepts and directions clearly. 20

6. Maintaining the system (throughout the year). Monitoring behavior and academic compliance to coping with special problems.

The result of Evertson's study was very positive. Through the use of new hands-on techniques learned through the teacher's intervention, the students in the treatment group out performed the control group in the improvement of student misbehavior, and student engagement in tasks assigned. Classroom climate became more positive for the learning environment of the treatment group students.

The ideas and strategies used by these researchers and the twelve week program completed by this author, leads one to believe that this growing problematic area of negative school attitude is not without solution. Classroom guidance worked effectively for Thompson, and Boutwell & Myrick. Thompson and his Yagatawanna group differed slightly from Boutwell & Myrick's "Go For It Club," but they received the same positive result.

Gerler & Anderson, and Lee also implemented and facilitated classroom guidance whose ideas have great value to this writer, along with the studies by Navin & Bates and Winkler. The tutoring using parents and peers clearly show the important role of parents, and the successful result tutoring can do. Peer facilitation helps with self esteem, and parents and

child develop a stronger communication in most cases. 21

Description of Selected Solution

After reviewing the literature, and discussing the positive outcomes of the work done by professionals in the area of negative school attitude in elementary children, the author selected to pattern the work somewhat as completed by Thompson III (1987).

Thompson III developed and implemented group programs receiving positive results after only ten weeks. His classroom guidance programs were in the areas of school attitude, and school achievement.

Another effective program, by Navin & Bates (1987), with the implementation of parenting workshops exclusively for parents of the students used in the practicum, also intrigued this writer. Increasing school desire and achievement by using parent cooperation and participation has proven to be very important for children and parents alike. Thus, parent involvement was pursued by the author for Practicum I.

The plan therefore, was to involve the target students in bi-weekly activities in their classroom. In order to develop and enhance their self-esteem, the students would learn to communicate more effectively with peers and adults. This would develop better inter-personal relationship skills and help them to learn the skills necessary to ask for and receive help

for school and personal success.

In addition, this writer will involve the parents in two workshops where they will learn parenting skills and strategies on how to help their child succeed in school.

Report of Action Taken

It was very important to create a cooperative classroom atmosphere so that students and teacher would feel comfortable with the program and this writer, who facilitated. So during the first session the program was fully introduced and the pre-program survey was completed by the students. An activity was then introduced which focused on cooperation and communication.

This writer met with the students twice weekly for forty minutes. The skills that were taught were:

1. What is self-esteem?
2. My abilities (strengths and weaknesses)
3. Negative and positive feelings
4. Effective communication techniques
5. The steps to problem solving
6. The advantages of teamwork
7. Negative and positive peer pressure
8. How to become a good friend
9. Tutoring one another
10. Future role in school, at home, in the

community.

The methods used to teach the skills were a mixture of:

1. Brainstorming
2. Role play
3. Peer teaching
4. Feelings circles
5. Work-sheets
6. Personal artistic expression
7. Guest speaker
8. Diads and triads (groups)

One process that was especially significant was during the teaching on the topics on feelings. The group was interrupted from the agenda by a student who began weeping while expressing a very sad event in her life. This resulted in more than one student immediately responding to the weeping student, empathically embracing her. This changed the dynamics of the group and from that point on they seemed more emotionally close to one another.

Another interesting process during a lesson was when the students went into triads to complete an assignment on "How I become a good friend". The students were to choose any means of artistic expression to get their point across to the rest of the group. Three particular students used construction paper, glue, colored pencils and scotch tape to make

masks. One student's mask was of a student, the second 24
one was of a "bad" conscience, and the third was of a "good" conscience. They then role-played with the bad conscience attempting to entice the student to be aggressive and inappropriate with peers, and the good conscience enticed the student to say nice things and act kind to others. It was interesting how all the students in the classroom responded to the "bad" conscience, using booing and hissing sounds.

Two workshops were planned for the parents to help them gain more knowledge of child development, gain more understanding of their childs needs, and develop a better attitude about how to help their child succeed in school.

The methods used to teach the skills were activities in:

1. Communication skills
2. Effective discipline techniques
3. Strategies on how to help their child with homework
4. Behavior modification tips
5. What to expect at their child's age

At the first meeting, a Parent/Child Social was planned, complete with refreshments. The process to get the students and parents to better understand one another was very interesting.

When the students and parents arrived the students were sent to an adjacent classroom with one of the parent volunteers who had been pretrained to engage the children in an activity. They were each given a set of ten questions about themselves. This questionnaire was to be completed in only ten minutes (see Appendix D). 25

The parents remained in the main classroom and completed a questionnaire about their child (see Appendix E). After the students rejoined their parents, each parent and child had the opportunity to discuss their answers. Their answers were then shared with the group. Each parent discussed openly how little or how well they knew their child. It was significant how few parents knew their child's likes and dislikes. One mother was a professional and admittedly a classical music fan. She was astonished that her not so organized son, secretly listened to Rap.

The second evening the parents came for an Effective Parenting Workshop, they completed activities and role played communication techniques, discipline skills, and learned skills on how to help their child with the homework dilemna.

A Parent Survey was completed by the parents at the completion of the program (see Appendix C).

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results of Practicum

Because of the increasing number of negative attitudes from students about school attendance in the writer's school setting, a classroom program was designed and implemented to cover a twelve week targeted time-line in order to attempt to unravel the reasons for the student's negative attitude and behavior, and slow academic achievement.

Because guidance classroom programs have worked in the past with positive outcomes, this writer developed a program which included three components: developing a higher self confidence through achievement, developing more self discipline through enhancing self-esteem, and helping parents gain more knowledge and understanding of their child's needs, helping them become better students, and enlisting more communication and increased nurturing.

One expected outcome was that twenty-five students will have a 90% standard of achievement in attendance (22.5 students out of 25). Table 1 shows that student attendance was much higher during the fourth quarter of

school, the twelve weeks of this practicum, than in the third quarter. There were 77.5 student absences from school in the third quarter compared to 37 in the fourth quarter. 90% was the predicted standard of achievement. However, 76% was the standard of achievement actually achieved. Nineteen students out of twenty-five students, did improve attendance patterns, however.

ATTENDANCE CHART
THIRD & FOURTH QUARTER
1992-93

FEMALES		MALES	
Quarter 3	Quarter 4	Quarter 3	Quarter 4
Days Absent		Days Absent	
2	1	3	2
4.5	1	0	0
0	1	0	1
2.5	0	5	4
1	0	3	1.5
1	1	5	2
12	2	5	3
4	1	1	0
8.5	5.5	4	1
2	1	0	1
3	1	1	0
		4	1
		2	4
		4	2
TOTAL DAYS ABSENT			
40.5	14.5	37	22.5

Total number of students: 25
Total number of males: 14
Total number of females: 11

Total number of student absences quarter 3: 77.5
Total number of student absences quarter 4: 37

76% standard of achievement of student absences in the fourth quarter.

Student attendance pattern improved.

Table 1

The second expected outcome was that twenty-five students will feel more positive about school as shown on a survey measuring an improved level of attitude toward school.

In Table 2 and Table 3, the pre-program student survey and the post-program students survey clearly show a change in student school attitude. On the survey taken before the program, two students said they always like school. On the post survey, four students said they always like school. In addition, on the pre-student survey three students said they never like school compared to only one on the post student survey.

When asking the students if they would always, sometimes, or never feel that they would rather be anywhere but school, the pre and post surveys both showed four students felt they would rather be anywhere but school. However, what is significant is that on the pre-student survey, eight students felt they never feel that they would rather be anywhere but school, compared to the post-student survey where there were nineteen who said they never feel they would rather be anywhere but at school.

STUDENT ATTITUDE SURVEY
PRE PROGRAM

1. I like school.

always 2 sometimes 20 never 3

2. I do well in my school subjects.

always 7 sometimes 14 never 4

3. I need help in classwork.

always 4 sometimes 18 never 3

4. School is a place I never like to be.

always 4 sometimes 12 never 9

5. I have a hard time in Reading.

always 5 sometimes 11 never 9

6. I have a hard time in Math.

always 3 sometimes 12 never 10

7. My parents encourage me in school work.

always 18 sometimes 2 never 5

8. I would rather be anywhere but school.

always 4 sometimes 13 never 8

9. My teacher encourages me.

always 11 sometimes 11 never 3

10. I feel lonely and friendless.

always 6 sometimes 8 never 11

TABLE 2

STUDENT ATTITUDE SURVEY
POST PROGRAM

1. I like school.

always 4 sometimes 20 never 1

2. I do well in my school subjects.

always 7 sometimes 16 never 2

3. I need help in classwork.

always 2 sometimes 20 never 3

4. School is a place I never like to be.

always 1 sometimes 10 never 14

5. I have a hard time in Reading

always 4 sometimes 12 never 9

6. I have a hard time in Math.

always 1 sometimes 16 never 8

7. My parents encourage me in school work.

always 14 sometimes 10 never 1

8. I would rather be anywhere but school.

always 4 sometimes 2 never 19

9. My teacher encourages me.

always 15 sometimes 9 never 1

10. I feel lonely and friendless.

always 1 sometimes 13 never 11.

TABLE 3

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On Expected Outcome 3, the writer predicted twenty out of twenty-five students will have achieved a higher grade in mathematics and reading as shown on their final report card (see Table 4).

Out of twenty-five students in the program, not one student dropped academically in either reading or mathematics in the fourth quarter of school, the twelve weeks of this program. One student went from an unsatisfactory grade (E) to a satisfactory one (C) in math. Ten students out of the twenty-five went up one grade in math and nine students went up one grade in reading. However, not all students predicted increased a grade. The teacher reported that he believed each student improved. But, only nine out of twenty-five improved in reading scores and ten out of twenty-five improved in math. What is significant is that not one student decreased in performance. Sixteen out of the twenty-five students kept the same grade in reading, and fifteen out of twenty-five kept the same grade in math.

GRADE CHART
THIRD & FOURTH QUARTER - 1992-1993
READING & MATHEMATICS

KEY: A= outstanding
B= good
C= satisfactory
D= improvement needed
E= unsatisfactory

	THIRD QUARTER		FOURTH QUARTER	
Student	Reading	Math	Reading	Math
1	C	E	C	C
2	C	B	B	B
3	C	C	B	C
4	C	C	C	B
5	B	A	A	A
6	C	B	C	B
7	B	C	A	B
8	C	C	C	B
9	C	E	C	C
10	B	B	B	A
11	A	A	A	A
12	A	A	A	A
13	B	C	B	B
14	B	A	A	A
15	C	C	B	A
16	B	A	B	A
17	C	C	C	A
18	B	A	A	A
19	B	B	B	B
20	D	D	D	C
21	C	C	B	C
22	C	C	C	C
23	C	C	C	C
24	C	C	C	C
25	B	A	A	A

Number of students whose grade went up in reading: 9 out of 25
Number of students whose grade remained same in reading: 16
Number of students whose grade went down in reading: 0

Number of students whose grade went up in math: 10 out of 25
Number of students whose grade remained same in math: 15
Number of students whose grade went down in math: 0

TABLE 4

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This writer predicted that twenty out of twenty-five of the students will have benefited from tutorial help. However, for some unknown reason, the number of students interviewed by the author at the closing of the program did not reveal that even twenty benefited from tutorial help. But the survey revealed that three students reported that their parents never did assist them in their homework despite the program and parenting skills taught. During the interviews, over seven said they had more difficulty with peer tutoring due to resistance on the part of the tutor. The feeling was that the tutor just didn't desire to help. Every student felt that teacher intervention helped, but it was not always timely for the teacher. On the Tutorial Survey given to the students at the end of the program, it clearly shows that the peers that were helped by one another felt more confidence when it happened (see Table 5). Twenty-two out of the twenty-five said they felt their grades were improved after the tutoring.

STUDENT TUTORIAL SURVEY

(Place an X at the appropriate line.)

1. I have been helped by peer tutoring.

   yes 15 no 0 occasionally 10 never 0

2. I have been helped by parental tutoring.

   yes 10 no 0 occasionally 8 never 3

3. I have been helped by another person tutoring me.

   yes 15 no 7 occasionally 2 never 1

4. I feel more confident when someone tutors me.

   yes 15 no 3 occasionally 5 never 2

5. I believe my grades have improved due to the tutoring.

   yes 22 no 2 occasionally 1 never 0

Table 5

On the final expectation of this writer, fifteen out of twenty-five parents were expected to have positive feelings about their child and the school as revealed on the Parent Survey completed by the parents after the program finished (see Table 6). Out of the twenty-five homes, only seventeen returned the surveys. Out of the seventeen surveys received, there was a consensus from these parents, most of whom had attended the Parent-Child Social and the Effective Parenting Workshop, that they learned more about their child, and felt the program was very beneficial. Ten parents feel their communication has improved between parent and child, and twelve think their child is now doing better academically. Two parents wrote lengthy comments by hand stating that this was a program which should be continued.

PARENT SURVEY
POST STUDENT & PARENTING PROGRAM

1. I feel more positive about this school.
   yes 15 No 0 sometimes 2
2. I now know more about my child since the parenting classes.
   yes 17 No 0 sometimes 0
3. I now have a better communication with my child's teacher.
   yes 10 No 2 sometimes 5
4. I think my child is doing better academically.
   yes 12 No 0 sometimes 5
5. I think my child feels better about self since the workshops.
   yes 10 No 0 sometimes 7

TABLE 6

Discussion

Even though not all the results were met as predicted, this writer is certain that this practicum program was successful. Just like Gerles and Anderson (1986) who found classroom guidance influences students in the classroom, this writer found it definitely influenced these twenty-five students, not only academically, but in self-confidence and self-esteem. The students were seen by other teachers to be less argumentative, more friendly, and less fearful of asking questions from teachers.

One student went to her family church school and told her peers about the positive influence of the program, as reported to this writer by the pastor of the church.

Navin and Bates (1987) discussed in their research the importance of parent-child activity together. This writer certainly found it also to be true among the parents in the program. This also implies that schools should promote parent-child connection in every activity that the schools offer.

The so-called traditional family has practically disappeared. Today's divorce rate is one in every two marriages throughout our country. The statistics that are constantly on the rise say that 80% of today's students in most schools come from broken homes. These

staggering statements tell this writer that without question, teachers, school administrators, guidance counselors, and every other child and youth worker, should take a larger role in preparing children to be responsible and emotionally healthy in a society that will not change any time soon.

Recommendations

This writer believes this program shows evidence of being a sound and worthwhile program as it is. The following recommendations, however, may improve the process:

1. Add a "prize earning incentive". The one suggested by Boutwell & Myrick (1992) having an "A" box, a "B" box, and a "C" box could be beneficial. Elementary students do well using incentives.
2. Go more slowly. If student's are in a process, don't let the clock rule when the learning should stop.
3. Be more flexible with the calendar.
4. Do not set standards too high. Don't expect change too fast.

Dissemination

Since this writer was requested by other teachers in the school to consider this program in their

classes, it may become a part of this writer's yearly calendar.

This program experience will also be discussed with the Guidance Director. The program will be shared by all the counselors in the county.

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APPENDIX A

STUDENT ATTITUDE SURVEY

ATTITUDE SURVEY

(Place an X on the appropriate line indicating your feelings. Please be honest. It is not necessary to put your name on this survey.)

1. I like school.

always ____ sometimes ____ never ____

2. I do well in my school subjects.

always ____ sometimes ____ never ____

3. I need help in classwork.

always ____ sometimes ____ never ____

4. School is a place I never like to be.

always ____ sometimes ____ never ____

5. I have a hard time in Reading.

always ____ sometimes ____ never ____

6. I have a hard time in Math.

always ____ sometimes ____ never ____

7. My parents encourage me in school work.

always ____ sometimes ____ never ____

8. I would rather be anywhere but school.

always ____ sometimes ____ never ____

9. My teacher encourages me.

always ____ sometimes ____ never ____

10. I feel lonely and friendless.

always ____ sometimes ____ never ____

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11-92

APPENDIX B

STUDENT TUTORIAL SURVEY

STUDENT TUTORIAL SURVEY

(Please place an X on the appropriate line indicating your honest feelings. It is not necessary to put your name on this survey.)

1. I have been helped by peer tutoring.

   yes ___ No ___ occasionally ___ never ___

2. I have been helped by parental tutoring.

   yes ___ No ___ occasionally ___ never ___

3. I have been helped by another person tutoring me.

   yes ___ No ___ occasionally ___ never ___

4. I feel more confident when someone tutors me.

   yes ___ No ___ occasionally ___ never ___

5. I believe my grades have improved due to the tutoring.

   yes ___ No ___ occasionally ___ never ___

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APPENDIX C

PARENT SURVEY

PARENT SURVEY

(Place an X on the appropriate line indicating your feelings. Please be honest. It is not necessary to put your name on this survey.)

1. I feel more positive about this school.

yes ___ No ___ sometimes ___

2. I now know more about my child since the Parenting classes.

yes ___ No ___ sometimes ___

3. I now have a better communication with my child's teacher.

yes ___ No ___ sometimes ___

4. I think my son/daughter is doing better academically.

yes ___ No ___ sometimes ___

5. I think my son/daughter feels better about self since the workshops conducted in the classroom by Guidance.

yes ___ No ___ sometimes ___

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